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ABSTRACT

In 1983, Bronx Community College initiated a project to increase the transfer possibilities of its students through activities focusing on increased retention and graduation rates, increased transfers to four-year colleges, and improved services to transfer students. The project's first objective, improving student information services, was met by the production of an electronic version of the student handbook and the installation of an on-line System for Interactive Guidance and Information. The second objective, redesigning and strengthening transfer advisement and liaison systems, was addressed through the activities of the newly created position of transfer officer. The third objective, strengthening the academic program, was met through block programming of students, adding faculty to the STARS (Strategies for Teaching And Reinforcing Skills) program, experimenting with computerized videotapes, and strengthening the English Department's writing program. All activities have been institutionalized. The bulk of the document consists of appended reports for each of the component activities. (EJV)

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BRONX COMMUNITY COLLEGE
URBAN COMMUNITY COLLEGE TRANSFER OPPORTUNITIES PROGRAM:
FORD FOUNDATION REPORT

Carl Polowczyk
Dean of Academic Affairs
Bronx Community College

May 30, 1984

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Ford Foundation Report
Bronx Community College
Principal Investigator - Dean Carl Polowczyk
May 30, 1984

Introduction - The activities described in this report combine disparate pieces into a cohesive program designed to increase the transfer possibilities of students at Bronx Community College. The relationship between project activities lies in their shared goals: increasing the retention rate of students thereby doubling the graduation rate, increasing the numbers of students transfering to a four year college and improving the quality of services offered to transfer students.

In the attempt to increase retention and rate of student progress, no single approach will suffice. If there existed one correctable barrier to student progress, the literature would have noted the barrier or local resources would have identified the problem and resolved the problem. Numbers of students have different needs and it is only through an examination of the fundamental activities of the college that a response to their needs can be shaped.On some campuses an honors program may be an issue; at others a particular transfer target may be an issue; and on other campuses the quality of instruction may be the focus but unless an institution addresses its total commitment to individualization of its services no lasting change can take place.

Bronx Community is a comprehensive community college, serving the disadvantaged urban minority student. The College's resources are used to satisfy the needs of its students to the best extent possible. Bronx does not have a commitment to bilingual education as a college theme, nor is the College specialized around cooperative education, aeronautics or the health sciences. The College's strength is its commitment to individualize instruction and mount high quality programs for its student population.

Since Dr. Roscoe C. Brown Jr. became the President of Bronx Community College in 1977, initiatives have been made to insure the proper placement of students, provide appropriate developmental education, establish the competencies students need to be succesful in college courses and alter the College's courses to build self-learning abilities in the students.

The College and the students are beginning to experience the benefits of the efforts. Suspension rates have dropped from 19.4% to 13%. There are more students (5300) in good academic standing and admission rates are improving. Our cohort survival studies show the signs of change. While only 77% of the Fall 1976 entering class remained after one semester and 53 % remained after one year; 83 % of the Fall 1982 class remained after one semester and 58% remained after one year.

Ford Foundation support has enabled the college to examine its transfer function by strengthening a variety of essential institutional activities. A series of brief reports by the project directors appear in the appendices. The following report follows the format of the original proposal and it would be helpful to compare this report with the proposal.

Progress on Project Activities

The specific accounts which follow will detail, by project objective, the achievements, program changes and institutionalization plans for activities strengthened by means of the Ford Urban Community College Transfer Opportunities Program grant.

Objective #1 : Improving Student Information Systems

a. All programming has been completed to produce an electronic version of our student handbook. The system has been tested and awaits the final revision of the contents. Staff is available to input the data and the electronic handbook will be accessible in key locations on campus as well as in our newly acquired Instructional Computer Center. The project has achieved its objectives without change and will be institutionalized. At this time the College catalog, which has just gone to the printer, is already out of date. The State has altered its tuition assistance program to extend assistance to part time students. The catalog will be out of date for two years. The electronic version of the student handbook will contain the accurate information. Any changes necessary can be accomplished in one day, thus assuring the accuracy of information made available to students on a continuous basis.

b.) The System for Interactive Guidance and Information (S.I.G.I.) has been installed on our machine and an appropriate terminal made available. The drastic reduction in our Title III funding made it necessary for the College to rent S.I.G.I. and for the money designated for disc pack installation to be used for terminal purchase. We were able to pilot test the guidance of about 60 freshmen on the system with positive results. The College will continue to rent S.I.G.I. and will seek to expand its terminal holdings so that the entire Fall 1984 entering freshman class can use the system.

Objective # 2: Redesigning and Strengthening Transfer Advisement and Liaison Systems

A Transfer Officer position has been established . The Transfer Officer has contacted all students with 45 credits or more and has had 325 contacts with potential transfer students. The Transfer Officer is beginning to deal with the problem of students accumulating an excessive amount of credit at the College and of advising appropriate students to transfer early. Developments in the next project have given us a mechanism for early identification of potential transfer students. The Transfer Officer has established liaison with Baruch, Lehman, Hunter, City and N. Y. U. . The liaison officers have had three meetings on campus. Interest has been expressed by the Council of Community College Deans of Academic Affairs to support the creation of a Transfer Officer position at each of the CUNY units. We have discovered model transfer operations at Lehman and Baruch that include a provision for eliminating retesting of Community College transfers. The CUNY Office of Admission Services has been a participant in the group and is a valuable resource. No modifications were made in the proposal. Institutionalization will require additional clerical assistance. The College will supply that assistance at minimal cost (Work

Study, Coop. Students and Human Services Interns). This office has exciting possibilities including developing data, forming peer networks at the Senior Colleges, making creative use of permits for transfer students to register at the Senior Colleges and assisting the Senior Colleges to develop orientation programs for transfer students. If Bronx Community College is invited to submit a proposal by the Ford Foundation, the transfer liaisons have asked for financial assistance in developing an orientation program for community college transfers.

Objective # 3: Strengthening the Academic Program

a.) The College attempted to block program 100 students who scored between 5 and 8 on the CUNY Writing Assessment Test and between 20 and 27 on Form C of the Descriptive Test of Language Skills in a developmental reading course, a developmental writing course, a developmental mathematics course, a required orientation course and a college level communications course given by a faculty member trained to reinforce basic communications skills in reading, speaking, listening and studying. Due to the smaller Spring entering class and some registration problems, 29 students could be block programmed. Faculty met on a regular basis to coordinate instruction and to discuss student problems Three major conclusions appear to emerge:
1. This group, in the opinion of the instructors, represent potential successful students more than students testing out at lower levels.
2. Retention increased, as has been our experience in other block programs.
3. The block programmed students made more substantial progress in the college level course and participated so actively as to raise the level of instruction.
The College is now eager to repeat this experiment with larger numbers of students in the Fall of 1984 and to begin to target transfer students into these blocks.

b.) The College added two Faculty to be trained in Strategies for Teaching and Reinforcing Skills (S. T. A. R. S.), a tenured volunteer from Student Development, who developed materials for a College required freshman orientation course and a probationary law professor who prepared materials for an introductory law course. The probationary law professor represents the development of a College policy,namely that probationary faculty who seem to be well on the track toward tenure will be required to participate in the S. T. A. R. S. program. As in the past, the participants are strongly supportive of the program and believe that the structuring of the classes has increased student participation and performance. Fifteen faculty have volunteered for the program in the Fall. College resources will not allow that level of training. The maximum number that can be trained with College resources is four. The program will continue to improve the instruction on the use of appropriate technology in the Learning Center. No reallocation of resources was necessary to accomplish this goal.

c.) A prototypical synchronized microcomputer-activated videotape has been produced. The videotape deals with the effect of variables on the breathing rate of a goldfish. The experiment was one of those developed at Project Soar at Xavier University in New Orleans. The use of the tape will be a requirement in a special summer instructional program for College Discovery students. The tape was developed using a professional actor who is

bilingual and the tape is available in English or Spanish. We will be approaching the Annenberg Foundation for support in producing a videodisc version of the experiment and expanding the use of interactive video disc. Some resources from Project Arise, a National Science Foundation - sponsored activity, were applied to this project. The project clearly establishes the College's ability to work with this new technology. Being able to alter the course of events depending on a students response represents a cost effective individualization of instruction.

d.) The English department was assisted in strengthening its writing program by means of two activities; one proposed in the original Ford grant, the other representing a shift in the original activities. After consultation with the English department, two consultants were hired: Prof. Joan Baum from York College to deal with the use of computers in teaching writing and Prof.Lynn Troika, recently retired, to address the teaching of writing. Prof. Troika became ill and the project was converted with the approval of the department to the production of a handbook for Adjunct personnel. The handbook should accomplish the consolidation of a philosophy of writing since all department members have been asked to submit materials. The handbook should be a valuable aid for part time as well as full time staff. The handbook is expected to be a quality control device for the part time staff.

Conclusion

Bronx Community College has been able to accomplish the Ford project objectives, with only minor modifications. The Ford Foundation funding has assisted in achieving our goal of doubling the graduation rate thereby increasing the numbers of students who transfer and obtain the baccalaureate degree.

A survey of faculty and staff is being conducted to attempt to identify additional initiatives that might be needed as a next step to excellence. An all day conference will be planned for the Fall focusing on these initiatives and on the College's transfer function. Hopefully the conference would either be supported by the Ford Foundation or the Foundation staff will be invited to participate. Our accomplishments will become part of the fabric of the College. The heightened awareness of our transfer function will have a long range effect on future planning and developments at the College.

Progress toward our goal of doubling the graduation rate and increasing the number of transfer students is steady but slow. With current resources we will not be able to make rapid progress toward the goal and generations of entering classes will be affected. Since we are an urban comprehensive community College, whatever we accomplish should be replicable at other institutions. As indicated in the introduction to this report, the absence of a special focus in cooperative education, bilingualism, health careers or non-transfer programs insures that the College is fairly typical of community colleges and that no major changes in institutional philosophy will have to take place to replicate our results at other institutions.

CUNY-wide dissemination of project results is greatly aided by several factors. The Principal Investigator's position as Chairman of the Council of Community College Deans and as the Community College representative on the CUNY Articulation Committee will be of assistance in influencing positive change in the entire CUNY system. The combination of Ford Foundation support and institutional commitment has also given Bronx Community College a good data base to be used in testing hypothesis effect of sponsored change. Much has been accomplished at low cost which is typical of the sponsored activities at Bronx. Many faculty and staff have been involved at a level indicative of the full cooperation that can be expected. All activities have been institutionalized.

As in many projects, solutions reveal other problems. This project was no exception. The stopout student who is readmitted, the accumulation of excessive credits at the community college, the early identification of transfer students, the freshman who is assigned to the college based on admission standards and wants to be at another institution and the orientation programs for community college transfer students at the senior colleges all represent newly opened windows for change and the opportunity to increase the likelihood of graduation and transfer.

Constant attention is given to the progress problem with full realization that sequential skills are needed for success in college. Bronx Community College not only builds these sequences into its coursework but it is the only Community College in CUNY with a built in mechanism for assuring that graduates have succesfully passed all of the CUNY Skills Assessment Examinations in reading, writing and mathematics. With a record of proven performance, a clear direction and a staff ready and willing to participate, we look forward to future support from the Ford Foundation.

APPENDICIES

Individual Project Director's Report

Objective #1: Improving Student Information Systems

Objective #2: Redesigning and Strengthening Transfer Advisement and Liaison Systems

Objective #3: Strengthening the Academic Program

OBJECTIVE #1: Improving Student Information Systems

FORD FOUNDATION GRANT PROPOSAL ELECTRONIC STUDENT HANDBOOK

An Electronic Student Handbook has been designed to improve the current information system in use in the Orientation and Career Development Course (OCD 01).

This expanded version emphasizes in much greater detail such areas as academic rules and regulations, specialized support services; financial aid information; the utilization of the library and the Learning Center, tutorial services, and other College resources.

The transfer counseling component is included under specialized support services. The enclosed material will show how the description of transfer counseling has been dealt with in much greater detail in the new student handbook that the one published last year.

This information has been incorporated in the same computer terminals used for the SIGI System and is available for student use both at Sage Hall (Learning Center) and in the Career Library in Loew Hall.

EK:ca
Enclosure

Office of Employment Counseling,
Cooperative Education, and Placement

May 24, 1984

TO: Dean Carl Polowczyk

FROM: Dr. Frank P. Donnangelo

SUBJECT: SIGI Progress Report

The lease for SIGI took effect March 1st. However, the Computer Center staff was unable to install the system in the Career Library in Loew Hall until late March. Although Dean Kish and I had been assured in January that the College had a sufficient number of compatible CRT's available, when SIGI arrived, we found that this was not the case. Consequently, there is only one CRT functioning in the Career Library at the present time. President Brown has encouraged us to explore the possibility of obtaining additional units as soon as possible. If obtained, they will be installed in the Career Library and the Learning Center. At present, there is no separate telephone line dedicated to the SIGI system. As a result, the one unit that we have cannot be put into constant operation. A separate line should be installed as soon as possible.

To date, approximately 60 students have used SIGI. Their response to the system has been very favorable. They enjoy using it and indicate that it has been helpful to them in career planning. SIGI has proven to be a unique addition to our career counseling services.

Our initial experience with SIGI demonstrates that it creates an additional need for career counseling services as well as providing students with lots of useful information. We are currently designing career counseling strategies that will integrate SIGI more fully as part of the career counseling process and as part of the syllabus of OCD-01 and OCD-11.

cc: Dean Miranda
Dean Kish

OBJECTIVE #2:

Redesigning and Strengthening Transfer Advisement and Liaison Systems

TRANSFER COUNSELING COMPONENT

The transfer officer, appointed in February 1984, has begun to revitalize the transfer counseling program through implementation of activities which include: initiation of the transfer process with the transfer office rather than with the registrar; interviewing and advising all students who apply for transfer; establishing liaison with senior colleges; coordinating special events to acquaint students with program opportunities; and identifying methods for trancking those who continue their education on the senior college level.

THE TRANSFER PROCESS

In recent terms, students applied to the registrar for transfer, and did not necessarily see a counselor for advisement, nor were students who approached graduation required to see a counselor regarding transfer. We have revised the process so that any student who requests transfer through the registrar is referred to the transfer office for advisement and release of the requisite transfer materials. In addition, all students who have completed or attempted 45 or more degree credits are identified and invited to see the transfer counselor to begin to prepare themselves for transfer. Other students who express an interest in transfer are referred by general counselors or other student development personnel. With the implementation of this procedure, potential transfers, graduates as well as non-graduates, can now examine their goals and other pertinent factors to make informed decisions, and the transfer counselor can start to develop necessary data.

STUDENT INTERVIEWS

The volume of transfer traffic has been particularly heavy, partly because of the need to see graduates, who were not required to see a counselor in previous years. From mid-February to mid-May, the counselor had approximately 325 contacts with students seeking to transfer or to prepare themselves for this eventuality. Even so, many students who arrived at the transfer office were not seen, because of scheduling conflicts or having to wait to see the counselor. It should be noted here that the transfer office, unfortunately, did not have support staff to make appointments, pre-screen students, or handle routine inquiries. A good portion of the counselor's time was, of necessity, devoted to these duties.

Preliminary data compiled on approximately 215 students reveals a profile of some students who were seen by the counselor. Eighty-eight (88) are prospective graduates; 124 were applying for transfer prior to graduation; and 13 had either graduated or were not enrolled in school this term.

Information on 82 of the prospective graduates indicates that 29 are hispanic, 46 Black, 2 white, and 7 who identified themselves as other. The number of males and females is nearly equal, 42 and 40 respectively. Ages ranged from 19 to 50+, with the greatest single number (27) in the 18 to 22 year age group. Twenty-four of these students enrolled in the college in 1981, graduating in three years; and only 13 enrolled in earlier years (1977 to 1979). At the time of the interview, 36 students indicated that they had completed 60 or more degree credits, and many were taking at least 12 credits this term.

Of the 124 students who wanted to transfer prior to receiving the degree, 53 are freshmen, with 18 having enrolled in January 1984. Thirty-five en-

rolled in September of 1983, and at least 22 of these students took one or more remedial courses in the fall, with most continuing remediation in the second semester.

These profiles by no means give a complete picture, but they illustrate some of the issues or considerations involved in transfer. Too many students appear to have far more credits than are required for the degree, and the senior colleges do not always accept excess credits. In the case of those who transfer without the degree, it is conceivable that they stand to lose a great many credits, especially if all of their work was completed on the community college level. And while there may be a variety of very good reasons for a student's having excess credits, the problem remains to plague those who are affected by it.

While there are no exact figures available, a number of students who applied for transfer prior to becoming degree candidates had originally applied to the senior colleges and were not accepted because of entry criteria. These students then register at the community college to complete a certain number of credits with a specified minimum index. Some colleges recommend that the student take a minimum of 24 credits to boost his confidence and improve academic skills prior to transfer. Try to explain this to the individual who is convinced, even before he begins to take courses, that the community college does not and, indeed, cannot meet his needs and prepare him for transfer to a senior college program. For many students, early transfer is appropriate, but for others, one wonders whether there are hard travels ahead.

More information needs to be collected on the student who initially

plans to attend a senior college, but is ineligible. This problem could have some impact on our retention and graduation rates.

SENIOR COLLEGE LIAISON

The counselor is developing and expanding lines of communication with various senior college representatives at the four CUNY units to which our students transfer most frequently and with New York University. The counselor has met with admissions officers, individually or phoned them for clarification of questions and has invited them on two occasions to participate in meetings on the Transfer Opportunity grant. On each occasion, persons from the senior colleges were represented. One CUNY unit responded to our initiatives by having an assistant to the provost attend the meetings along with the admissions officer. This has added invaluable breadth to our discussions, given the fact that any policy decisions require discussion with administration or the appropriate departmental representative.

These newly developed relationships are assisting us in identifying and improving problems with articulation and other issues which impact upon the transfer student, identifying appropriate resource personnel for students seeking information or experiencing difficulty on the senior college level, getting information that is vital to accurate advisement for potential transfers, and considering the means for tracking those students who have transferred to the senior college.

We have concentrated on developing relationships with those cited above; however, additional resources are needed and are contributing to our efforts to better serve transfer students. A representative from the Office of Admissions Services has attended each of our meetings to provide input on data bases and other concerns. The transfer counselor has also initiated

contact with senior college department spokespersons, counselors and deans of students, and discussions are underway for cooperative means to provide informational programs for potential transfers next semester.

Several areas of concern have been pointed out by senior college representatives. These concerns include the need to identify potential transfers at an early stage in their college careers; requirement of complete CUNY Assessment data on transfers; the need to advise students to submit all documents required by the senior college; excess credits taken on the community college; problems associated with timely evaluation of transfer credits. The transfer officer is attempting to address some of these issues through discussions with appropriate internal faculty, development of informational materials for students, and implementation of programs for the coming academic year.

COORDINATION OF SPECIAL EVENTS

One of our aims is to make students aware of the vast opportunities available to continue their education at the various schools and to provide them with a forum for investigating these options. To achieve this purpose the transfer counselor coordinated Graduates' Transfer Day which was held in March. More than 35 area colleges accepted invitations and sent representatives to Bronx Community College to talk with students individually about their program offerings. Approximately 355 students who had completed 45 or more credits were invited to attend this event. Arrangements were also made for senior college representatives to visit the college on an individual basis.

Following Graduates' Transfer Day, the counselor offered a series of workshops to provide graduates and other interested students with information

on transfer. An essential component of these workshops is an attempt to dispel some of the myths and provide accurate information on acceptance of credits, testing, and other requirements. Written materials on transfer procedures were developed and updated for distribution at these sessions.

FOLLOW-UP

Data sources are being identified and discussions on appropriate follow-up methods continue. It is hoped that senior colleges will provide data, along with the data generated in the Office of Admissions. Registrars will be contacted at our target colleges, as well as at other colleges to which our students transfer. State University schools traditionally provide us with data on students. The transfer counselor has collected some information on students who were interviewed this term and will get more complete data from the Office of Institutional Research.

Submitted by Joan Moody

OBJECTIVE #3:

Strengthening the Academic Program

PROGRESS REPORT STARS PROGRAM
Spring, 1984

I. Background Information

STARS (Strategies for Teaching and Reinforcing Skills) originated in 1981, with the support of Title III funding. At that time, a two-part program was initiated.

One part was designed to strengthen instructional services to high-risk freshmen by offering a block program of courses in the language development areas, i.e. reading, writing, and speech, together with systematic counseling. An analysis of data on grades and rates of retention indicated that the students in block programs fared significantly better than those randomly assigned to comparable courses. Subsequently, a mathematics course was added, and the program was continued.

The second part of the STARS Program, ISR, (Integrated Skills Reinforcement) was developed as a cooperative effort between BCC and La Guardia Community College, whereby faculty from La Guardia came to our campus to train staff in the use of strategies that reinforce reading, writing, speaking, and listening in the content areas. We have subsequently identified a cadre of trainers from the BCC faculty, who currently work with members of our instructional staff. Therefore, we have replicated succesfully the La Guardia Program, with the necessary modifications to suit the needs of our faculty and students.

II. Design of the Funded Program

During the 1983-84 academic year, with partial assistance from the Ford Foundation grant, we combined elements of the STARS Program to provide both faculty training and block classroom programs.

During the Fall semester, two members of the faculty created classroom materials in the form of learning guides for students. During the current Spring semester, students and faculty are using the learning guides in class. In addition to re-writing and supplementing materials, faculty-in-training are in the process of producing videotapes, which demonstrate the use of a selected ISR strategy during a classroom session.

A block program was created for freshmen entering during the Spring semester. The courses offered were at the second level of reading and writing remediation, the first level of math and a college credit communications course. The students also took the required freshmen orientation course with their assigned counselor.

Most of the faculty teaching in the block program had received ISR training and were using Learning Guides in their classrooms.

An integral part of the Block Program was the systematic exchange of information and ideas among these faculty members. At weekly meetings, they discussed progress of students, along with matters pertaining to improvement of instructional services. The counselor assisted in providing special attention to those

students who required social or psychological service.

In the course of faculty discussions, there emerged a plan to incorporate technology (CAI, interactive videodiscs, etc.) into the ISR Program. The prevailing opinion of the instructional staff was that the use of technology is an integral port of successfully implementing ISR strategies in the classroom. This is because the time needed to develop communication skills might limit content learning, unless suplementary practice were offered through other media. Consequently, steps were taken, not only to develop software (see attached), but to contact computer companies to ask for hardware.

III. Evaluation

Initial reports from faculty have indicated that students who are participating in this semester's block will continue their college career, will find their college experience more gratifying, and will enjoy greater academic success than students outside the program. In addition, there is a uniformly positive response from trainers, trainees, and teachers in the block program. Trainers want to continue to work with faculty; more faculty are volunteering to join ISR teams; teachers in the block program are requesting sections that are clustered with other courses, so that they can continue to work as a team with their colleagues from other disciplines.

"THE GOLDFISH EXPERIMENT"

Summary
4/84

Support from the Ford Foundation grant permitted the project director to bring together several faculty members to make an "interactive videotape" to demonstrate a new way to use computers and video resources to help underprepared science students succeed in college. These faculty members included Professors Krainovich and Morrill, who have been working on a National Science Foundation CAUSE Program grant to provide videotapes for underprepared social sciences students; Professor Donald Canty, head of the College's Audio-Visual Department; and Professor Louis DeAcetis, who has considerable experience in computer programming. Together, we carried out research on interactive video, wrote a script, procurred equipment and completed an interactive videotape called "The Goldfish Experiment."

Rationale:

(1) The overall purpose of the interactive videotape is to demonstrate the feasibility of providing pre-freshmen science students with basic training experiences that will allow them to do better in college-level science courses and ultimately speed their movement into four-year colleges and science careers. Most community college students have poor science backgrounds, including little training in formal scientific methods and thinking in rational, deductive ways. These deficiencies then hamper success in first level science courses, causing either several repetitions of the course or giving up college. One way to provide this background is through summer, pre-college programs where students develop needed skills prior to entering formal educational settings.

Two successful models have inspired this approach: (a) Bronx Community College and many other two year schools have adopted summer "College Discovery" programs which work at reading and writing skills but provide little training in science. (b) Project SOAR (Stress on Analytic Reasoning), developed by Xavier University of Louisiana, has very successfully provided their pre-science and medical students with a summer program in mathematics, chemistry, biology and physics training to teach basic concepts and reasoning skills. Their program has demonstrated considerable success in increasing the graduation rate of underprepared students.

(2) Providing these experiences for large numbers of students, though, is prohibitively expensive, especially for financially hard-pressed community colleges. The demonstration tape, then, tests whether the new technology of interactive video can ade-

quately simulate the type of experiments and training provided in programs like Project SOAR in a cost-effective way. The power of interactive video for training purposes has now been widely demonstrated by such diverse groups as the Army and Air Force and many corporations, and the Department of Education, among others, is pushing for its use in educational settings. Interactive video hopefully provides user-students with hands-on control over many aspects of an experiment, remediation and review, and feed-back and record-keeping activities, and is a creative and cost-effective teaching supplement.

Assembling the Tape:

This work, supported by released time from the Ford Foundation grant, had three stages:

(1) Pre-production: Faculty members attended seminars on producing interactive video, read widely about the approach and visited several New York video production houses. We also explored several different models for teaching reasoning skills, deciding that the Piagetian-based approach popularized by the University of Nebraska's ADAPT program and Project SOAR was best. Two script outlines were prepared and "The Goldfish Experiment," suggested by Project SOAR (see Appendix 1) seemed most appropriate. A complete script and flow charts for the tape (see Appendix 2) were completed. The college already owned an interface to link an apple computer to a videotape player, and Professor DeAcetis adapted that program and its software to our project.

(2) Production: Mr. Luis Remesar, a bi-lingual professional actor, was hired to serve as the experiment's narrator and make the video portions appealing and relevant to students. The biology department's Professor Richard Heller provided technical advice on measuring a fish's breathing rate. The taping itself was completed in the College's TV studio.

(3) Post-production: The best portions of the film were edited into thirty two videoblocks. Professor DeAcetis developed a computer program to find the separate videoblocks when needed, added text, quizzes and other features, and reviewed the entire tape for problems.

Conclusions:

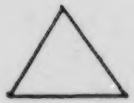
"The Goldfish Experiment" demonstrates that Bronx Community College can produce an interactive videotape that seems helpful to science students needing work on such basic skills as identifying and manipulating variables, using stopwatches and recording data. It also promotes the scientific reasoning skills of selecting and controlling variables. The tape is genuinely interactive in that students can use the computer for review

and remediation and controlling many aspects of the experiment. Creating the tape proved extremely valuable in locating approaches to teaching thinking, exploring narrative formats and editing materials into videoblock segments.

Several problem areas were also located: (1) The videotape play operates slowly and does not totally accurately select portions of the tape. Further, the computer-tape player interface previously owned by the College did not completely work and the software required considerable modification. The new video-disc systems now on the market can solve many of these problems. (2) Finding the appropriate level for freshment community college students, and making the material dynamic and appealing posed special challenges. Several segments of the tape were reshot when the level of discussion seemed too high, and enough students have not used the tape to prove they can easily carry out the steps of the experiment. At the same time, students like "The Goldfish Experiment" and it shows promise for helping large numbers of students learn the basic skills needed for more successful passage through two-year college science programs.

"The Goldfish Experiment"

Key



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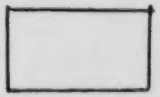
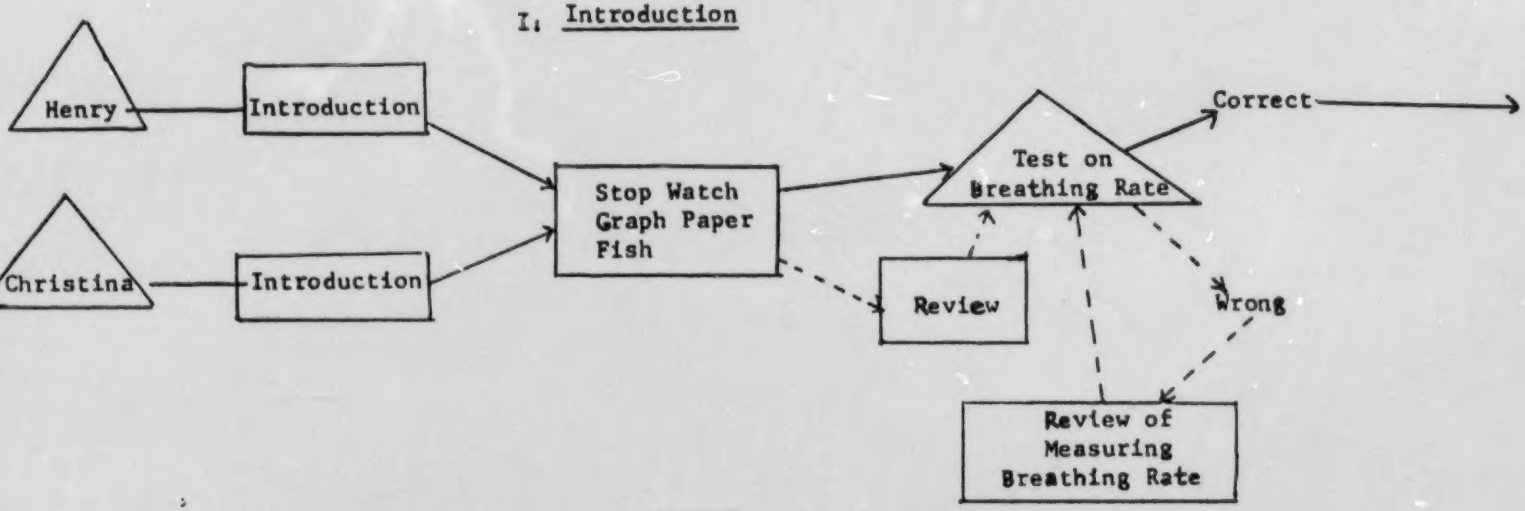


= Video Block(s)

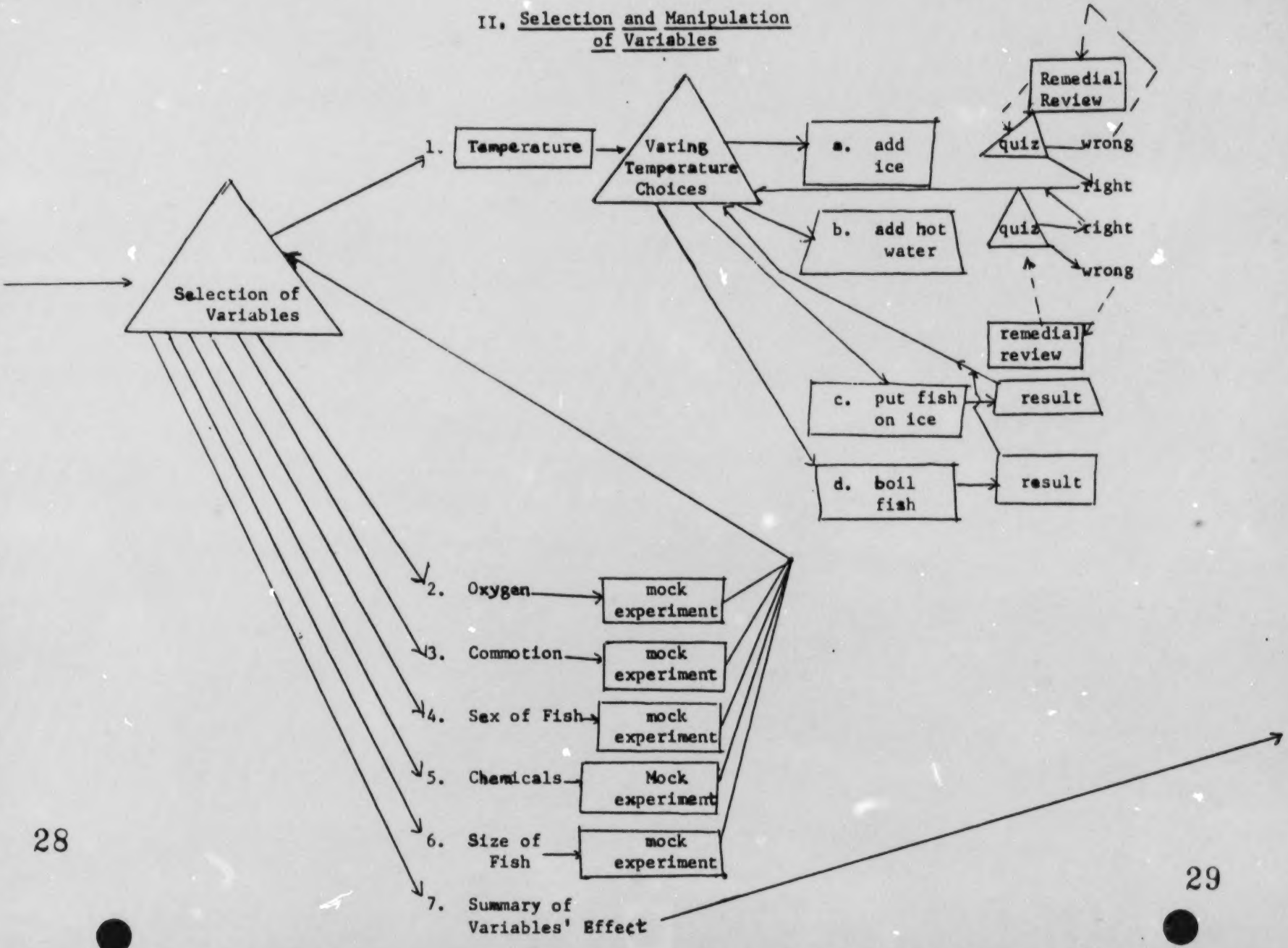
- - - - - - - - Remedial or Review Loops

Flow Chart

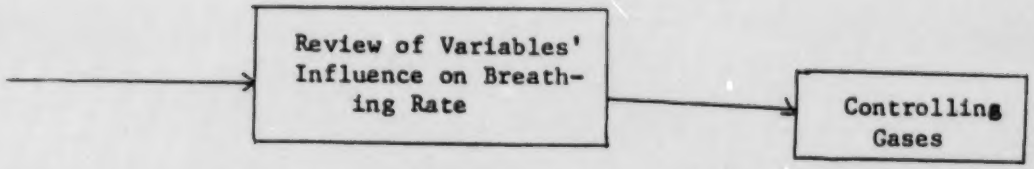
I. Introduction



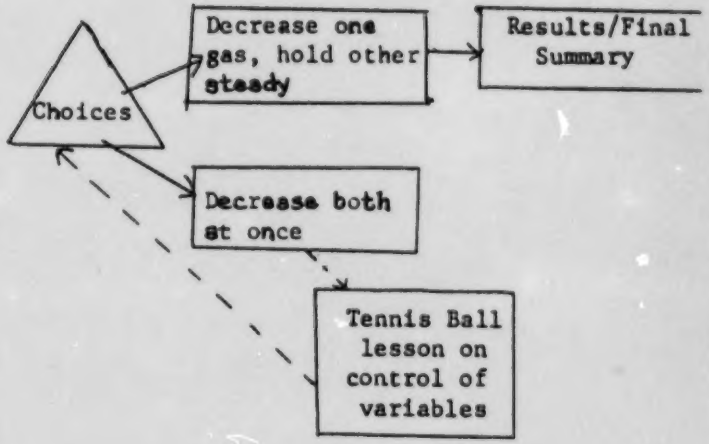
II. Selection and Manipulation of Variables



III. Summary/Concept Formation



IV. Control of Variables*


Choices
Decrease one gas, hold other steady
Results/Final Summary
Decrease both at once
Tennis Ball lesson on control of variables

* Filming and computer programming completed, but not included in 4/3 demonstration.

bcc
Bronx Community College
of the City University of New York
University Avenue and West 181 Street, Bronx, New York 10453

TO: Dean Carl Polowczyk

FROM: Professor Donald J. Canty

DATE: May 21, 1984

SUBJECT: Ford Foundation Report

I expect that Prof. Morrill will submit a full report of our activites in the preparation of the Goldfish Experiment so I will keep this report as brief and unrepetitious as possible.

To answer the questions posed:

1. What are your achievements to date:

   From a technical point of view, we have, within a few months' time, become quite proficient in the production of interactive tape materials. We do not, as yet, have expertise in the transferral of the materials to disc but we do not anticipate much difficulty in learning that element of the technology.

   Involvement of AVT students in the production and post-production process of interactive video has provided a learning experience that ordinarily would not have been available to them.

2. How do these achievements correspond to the objectives laid out in the original grant proposal?

   Essentially, the Goldfish Experiment has established that we are capable of producing viable interactive materials that could significantly alter traditional instructional approaches. Interactive materials may provide new motivation to students unable or unwilling to deal with traditional text materials. Keyed to human variability, the interactive program allows each individual to actively participate at his/her own rate and ability. Students coming to the college, with such a disparate range of skills, can benefit greatly from this individualized instructional system. Faculty, often mired in repetitious lectures and demonstrations, can be freed to handle other more demanding instructional tasks.

3. What changes in program, resource allocation and staff have you made which were not part of the original proposal?

   NA

4. How are you planning to institutionalize the changes and progress you have made to date?

It is expected that "Goldfish" will be completed and later installed in the Learning Center. Further experimentation will, of course, depend upon funding, for it is clear that production is complicated, tedious and costly. Should we become seriously involved in disc production, we must also be prepared for very large expenditures for production equipment and playback devices. (For example, we currently do not have still-frame recording capability, an element vital to interactive programs.) In any case, our approach should be cautious. The success of interactive video instruction here at the College cannot be predicated upon "in house" produced materials. Most of the materials will have to come from other sources. Generally, there is little available and not much on the horizon. As James J. Bosco notes in the April issue of Educational Technology:

> The need is for universities, public school systems, foundations, and government funding sources and corporations with interest in the technology to cooperate in developing prototypical discs. It is reasonable for educators to stand back and adopt a "show-me" attitude. Those persons who believe effective discs can be developed should produce and demonstrate them to cautious but not close-minded educators. The likelihood of the slow development of a market for videodisc systems in education is more of a plus than a minus. It can provide the opportunity to prepare for the technology in a way which would help us eliminate the problems being experienced with the "overnight" emergence of microcomputers in the schools.

In the realm of faculty development, however, interactive video has real and immediate application in our ISR program. For example, problem instructional situations can be posed and choices of alternative instructional approaches suggested. When the choice is made, the learner is branched to an illustration of the situation and the approach chosen. The process of questioning, for example, would seem to be particularly suited to interactive branching. Production would certainly be less complicated than "Goldfish," for there is likely to be fewer choices and less need to course through numerous small subroutines. It is, thus, well-suited to interactive tape rather than the more costly disc approach.

Our expertise in ISR and our capability in interactive videotape would seem to make a teacher training proposal a strong candidate for funding.

bcc
Bronx Community College
of the City University of New York
University Avenue and West 181 Street, Bronx, New York 10453

Department of English
(212) 220-6296

May 21, 1984

TO: DEAN CARL POLOWCZYK

FROM: PROF. JEFFREY SPIELBERGER

SUBJECT: REPORT FOR FORD FOUNDATION PROJECT

The English Department's project to develop a handbook for adjuncts is nearly completed. We have reviewed and refined policies, procedures, course contents, and class management and teaching techniques, with emphasis on the remediation and freshman composition sequence. We have collected and developed a variety of useful materials that will be included in the handbook we plan to have available for the Fall 1984 semester.

The handbook will provide a comprehensive source of information for the many adjuncts who teach English classes each term. It will also serve as a guide and reference source for full-time faculty and guidance personnel. Contents will include: college-wide regulations concerning attendance, record-keeping, classroom behavior, grading; departmental course descriptions, aims and requirements; recommended texts and supplementary material; general rules and procedures, such as for the first week of classes and for midterm and final examination periods; CUNY exam standards and grading; information regarding conferences, office hours, observations, student evaluations.

Adjuncts will also be informed of counseling, library, audio-visual, writing lab, learning center, and art gallery facilities and support services. And another segment will be devoted to a variety of sample lesson ideas contributed by full-time English faculty.

Thus, the handbook will be designed to help adjuncts to perform efficiently and effectively. As a result, it is realistic to expect that retention will be improved and that adjuncts, full-time faculty, guidance personnel, and, most importantly, our students, will all benefit from the project.

JS:es

cc: Dr. Irwin Berger

BRONX COMMUNITY COLLEGE
of The City University of New York
West 181 Street and University Avenue
Bronx, New York 10453

INTEROFFICE MEMORANDUM

TO: Dean Carl J. Polowczyk **DATE:** 5/21/84

FROM: Prof. Jackson D. Jupp

SUBJECT: ISR Learning Guide/Teacher's Guide - OCD 01

The development of a Learning Guide for OCD-01 is the organization of diverse orientation topics into a systematic whole. Writing a Teacher's Guide brings the ISR strategies into focus as they support the exercises given to the students.

Each session in OCD is converted into a sequence of guide statements and focus questions for the ISR students. This is an important redirection of OCD away from the traditional lecture and drill classes in our orientation. The purpose is the direct involvement of students in the informational process. This structure provided by statements and questions, is a guide to the effective analysis of orientation information. Students are given brief writing assignments based upon these questions and the homework is graded and evaluated according to the standards established by the ISR English instructor.

Previous exposure to the SIGI system, while working at another community college, has enabled me to incorporate SIGI definitions into several sessions of OCD. Session 11 - Interests, and Session 12 - Values, utilize the vocational definitions as created for this computer system. I plan to take this a step further and develop SIGI interactive responses for use in ISR reading and writing assignments as they apply to OCD. This will require a frame by frame analysis of the SIGI responses as they appear in the various subsystems.

The Teacher's Guide will follow a standard format with instructor's objectives and ISR strategies to be developed for every session. It is my desire to develop strategies for Session 9 - Computing Your Semester Grade Point Average, and Session 10 - POP & GPA Classification Charts that can be programmed in BASIC and LOGO. I believe that ISR techniques could be applied to computer literacy in OCD assignments for these particular sessions.

Page 1 of 4 Pages

REPORT 1 - ACTIVITY MONITORING REPORT
FORD FOUNDATION

Name of Institution:	Period Covered:	Date Submitted:
Lawson State Community College	10/1/83 To: 4/12/84	April 12, 1984

	ACTIVITY MILESTONES List milestones. Identify milestones undertaken by this institution.	Scheduled Completion Period				Remarks
		1	2	3	4	
1	To develop four articulation			◭		75% completed on schedule
	agreements in five areas of study.					
2	To develop two workshops for			▲		100% completed
	selected faculty in six feeder					
	high schools.					
3	To develop a process model for				◭	50% completed - on schedule
	future articulation.					
4	To utilize model to strengthen				△	0% completed - will be completed by
	course content.					September 1, 1984.
5	To develop a special course			▲		100% completed - Transfer Fair
	delivery system for students					
	not receiving complete satis-					
	faction from articulation					
	agreements.					

LEGEND: (to be entered in appropriate Quarter) △ represents planned milestone activity; ▲ = completed milestones; △ - - - △ or △ ---> represents rescheduled milestones

Page 2 of 4 Pages

REPORT 1 - ACTIVITY MONITORING REPORT
FORD FOUNDATION

Name of Institution:	Period Covered:	Date Submitted:
Lawson State Community College	10/1/83 To: 4/12/84	April 12, 1984

	ACTIVITY MILESTONES List milestones. Identify milestones undertaken by this institution.	Scheduled Completion Period 1	2	3	4	Remarks
6	To disseminate results of			△		50% complete - Newsletter will go to
	articulation agreement and					college personnel and feeder high
	feeder high school workshops					school personnel before May 30, 1984.
	to staff of college and					
	feeder high school personnel.					
7	To disseminate the results of				△	0% completed - Not scheduled for
	the articulation agreement to					completion until Fall, 1984.
	Lawson State Community College					
	students through Orientation					
	classes.					
8	To track Lawson State transfer			△		50% completed - On schedule.
	students to provide feedback for					
	course revisions.					

LEGEND: (to be entered in appropriate Quarter) △ represents planned milestone activity; ▲ = completed milestones; △ - - - △ or △ - - -> requested rescheduled milestones

Page 3 of 4 Pages	REPORT 1 - ACTIVITY MONITORING REPORT FORD FOUNDATION	

Name of Institution:	Period Covered:	Date Submitted:	
Lawson State Community College	10/1/83 To: 4/12/84	April 12, 1984	

	ACTIVITY MILESTONES List milestones. Identify milestones undertaken by this institution.	Scheduled Completion Period				Remarks
		1	2	3	4	
9	To provide group/individual			▲		100% completed - Records in Counseling
	advising to all potential					Departments and Director's office
	transfer students before May 30,					(Transfer Fair).
	1984.					
10	To develop peer partnership					50% completed - Identification at
	programs between faculty members			▲		luncheon - peer partnership on-going.
	of the college and of the six					
	identified feeder high schools					
11	To discuss present articulation			▲		100% completed
	strengths and weaknesses with					
	members of four senior					
	universitites.					

LEGEND: (to be entered in appropriate Quarter) Δ represents planned milestone activity; ▲ - completed milestones; Δ - - Δ or Δ --> represents rescheduled milestones

REPORT 1 - ACTIVITY MONITORING REPORT

FORD FOUNDATION

Name of Institution:	Period Covered:	Date Submitted:
Lawson State Community College	10/1/83 To: 4/12/84	April 12, 1984

	ACTIVITY MILESTONES List milestones. Identify milestones undertaken by this institution.	Scheduled Completion Period				Remarks
		1	2	3	4	
12	To provide the transfer student			▲		100% completed
	and potential transfer student					
	with individual counseling					
	and advising from senior					
	university admissions					
	representatives.					

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES OCT 11 1985

RECORD (to be entered in appropriate Quarter) Δ represents planned future activity, ▲ = completed milestones, Δ Δ or Δ > represents rescheduled milestones